**It Came in Like a Wrecking Ball: Grading Rubric**

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|  | **Poor** | **Satisfactory** | **Good** | **Excellent** |
| **Content**  **Mastery**  **(50%)** | Student is unable to name and describe the biotic and abiotic factors of an ecosystem that allow an invasive species to survive AND/OR cannot diagram the levels of organization within an ecosystem. | Student is able to name and describe the biotic and abiotic factors of an ecosystem that allow an invasive species to survive AND can diagram the levels of organization within an ecosystem. | In addition to the “Satisfactory” requirements, the student can discuss how the introduction of an invasive species can negatively impact the wellness of an ecosystem. | In addition to the “GOOD” requirements, the student continues to elaborate on the impact of invasive species in an ecosystem and can identify measures that can prevent or reverse the impact of invasive species. |
| **Scientific**  **Inquiry**  **(20%)** | Student does not  form questions that  may help make the connection between biotic and abiotic factors in an ecosystem and the success of invasive species. | Student forms weak  questions that  marginally help  make the connection between biotic and abiotic factors in an ecosystem and the success of invasive species. | Student forms good  questions that make  key inquiries into  the connection between biotic and abiotic factors in an ecosystem and the success of invasive species. | Student forms strong questions that display  insight into the key  factors of connections between biotic and abiotic factors in an ecosystem and the success of invasive species. |
| **Elective**  **Product**  **(20%)** | Product is not  completed or  shows no evidence  of knowledge of  biotic and abiotic factors in an ecosystem. | Product is  completed and  shows some  evidence of  knowledge of  biotic and abiotic factors in an ecosystem. | Product shows  strong evidence of  knowledge of  biotic and abiotic factors in an ecosystem. | Product shows mastery of biotic and abiotic factors in an ecosystem. |
| **Participation**  **(5%)** | Student does not  participate in  discussion,  brainstorming, or  other inquiry  regarding the project | Student makes only  minimal  contribution to  discussion and  project completion | Student makes fair  amount of  contribution to  discussion and  project completion | Student is an active  participant in all areas, offering comments  and contributing ideas liberally |
| **Collaboration**  **(5%)** | Student refuses to  work constructively with others | Student makes only  minimal effort to  work constructively  with others | Student makes  effort to work  constructively with  others, being a good  listener team  member | Students make extra effort to work well with others, being inclusive and open to others’ ideas |